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ABSTRACT

This publication provides guidelines to new and experienced teachers for establishing and managing Ohio's extended program, an integral component of all vocational home economics programs that prepare students for the work of the family. Contents include the following: the rationale for the extended program, standard for extended service for vocational education, conference period policies, and individualized extended experience (IEE) policies. A section on documenting the effectiveness of the extended program covers the extended service plan, vocational conference time, and required reports. The next section provides strategies for implementing the extended program, including extending class learning through IEEs, effective communication with parents, parent involvement, and community involvement. The following section contains various samples of and suggestions for forms and letters to help teachers and administrators implement an effective extended program. Some may be used as is, and all may be adapted. The following samples are provided: extended service forms, extended service schedule, logs and travel forms, IEE forms, and these materials for communicating with parents (guidelines for first communication of the year, forms to facilitate communication, communicating with parents, IEE information for parents, home economics newsletters, and invitation to parents.) (YLB)

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ED 379 434

Extending Home Economics Skills Into the Home and Community

Ohio Department of Education
Division of Vocational and Career Education
Home Economics Education Service
Columbus, Ohio

1989

CE 068 177

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PREFACE

The extended program, an extension of learning experiences beyond the classroom, is an integral component of all vocational home economics programs that prepare students for the work of the family.

The extended program extends classroom instruction by having students apply learning in the home and the community. The extended program's components are

- **Individualized extended experiences (IEEs)**--planned by the student, his or her parents, and the teacher to reinforce or develop skills and apply learning, using the home and the community as a laboratory
- **Vocational conference period**--required for all consumer homemaking teachers for extended program activities
- **Extended service**--provided beyond the school year for the extended program activities
- **Home and community contacts**--made during vocational conference time and extended service for planning and supervising IEEs, group projects, and Future Homemakers of America/Home Economics Related Occupations (FHA/HERO) activities and for gaining valuable input for program planning

The State Board of Education adopted the standard for Extended Service for Vocational Education on January 9, 1989. **Most extended service time must be spent in direct contact with students.** The extended program represents a major investment of educational resources. This publication provides guidelines to new and experienced teachers for establishing and managing the extended program.

Joanna H. Kister, Assistant Director
Ohio Department of Education
Division of Vocational and Career Education
Home Economics Education Service

CONTENTS

Rationale..... 1

Standard and Policies..... 3
- Standard for Extended Service for Vocational Education (3301-61-13)..... 3
- Extended Service Policies..... 3
- Conference Period Policies..... 4
- IEE Policies..... 5

Documenting the Effectiveness of the Extended Program. 6
- Extended Service Plan..... 6
- Vocational Conference Time..... 7
- Required Reports..... 7

Strategies for Implementing the Extended Program..... 9
- Extending Class Learning through IEEs..... 9
  - Developing the IEE Plan..... 9
  - Evaluating the IEE..... 9
  - Recording the IEE.....10
- Effective Communication With Parents.....10
  - Home Visits.....10
  - Additional Parent Contact.....12
  - Home Economics Newsletters.....13
- Parent Involvement.....14
- Community Involvement.....15

Samples.....17
- Extended Service Forms
  - Extended Service Planning and Accountability Report.....18
- Extended Service Schedule
  - Sample 1.....19
  - Sample 2.....19
- Logs and Travel Forms
  - Daily Log.....20
  - Monthly Log
    - Sample 1.....21
    - Sample 2.....22
  - Monthly Travel Report.....23
- Individualized Extended Experience Forms
  - Contract.....24
  - Contract and Plan.....25
  - Plan.....26
  - Progress Chart
    - Sample 1.....27
    - Sample 2.....28
    - Sample 3 (IEE Diary).....28
    - Sample 4 (IEE Record).....28

Evaluation
Sample 1.....29
Sample 2.....30
Communicating With Parents
Guidelines for First Communication of the Year.....31
Forms to Facilitate Communication.....32
Permission for Home Visit.....32
Teacher Confirmation of Home Visit.....32
Communicating With Parents.....33
Thank You Note.....33
Announcement.....33
Invitations.....33
IEE Information for Parents.....34
Home Economics Newsletters
Sample 1.....35
Sample 2.....36
Invitation to Parents.....37

RATIONALE

Preparation for the work of the family requires the use of the home and community settings as a laboratory. The extended program enables teachers to develop a better understanding of the home and community settings in order to make learning more relevant and meaningful.

The research project "Study of Extended Service Activities of Ohio Home Economics Teachers," conducted by Dr. Janet Laster, The Ohio State University, School of Home Economics, Department of Home Economics Education (1983), confirmed the value of conference and extended time. Some findings of this research project follow.

- Learning takes on a significance and a permanence when it takes place in a real-life situation.
- Twice as many "learnings" were reported in vocational home economics classes with extended experiences as in traditional home economics classrooms.
- The number of contacts that teachers made beyond the school day and during extended service significantly and positively affected the quality and the quantity of learning.
- Students' perceptions of teacher concern were significantly related to the number of home visits the teacher conducted.

The extended program

- Encourages cooperative planning between student, the parent and the teacher
- Promotes positive communication and contacts between the school and the family
- Creates positive public relations for the school now and in the future, when this family no longer has students enrolled in the school
- Results in instruction planned to relate as much as possible to the student's life, needs, interests, and goals
- Creates a positive atmosphere for learning at school and at home

- Encourages parents and community agencies to serve as resources for classroom instruction

Letters and statements from school personnel, parents, teachers, and students attest to the extended program's value. Following are excerpts from letters submitted with teachers' annual reports and from testimonies given during public hearings before the State Board.

"The home contact is vital in building a positive parent-student-teacher relationship..."
--a teacher

"Visits provide an opportunity to better understand the student's environment and family situation, which makes for more realistic instructional units..."
--a teacher

"When she sees that the teacher cares enough to bring experience to the home, a stronger bond develops..."
--a parent

"Personal contact has led to improved attendance and/or grades..."
--a school counselor

"Home economics has the strongest working relationships with parents and the community of all school departments...school effectiveness and school improvement are directly related to parent involvement and parent support..."
--a junior high school principal

STANDARD AND POLICIES

Standard for Extended Service for Vocational Education (3301-61-13)

"All approved vocational education instructional programs are eligible for extended service consideration and may be approved for state subsidy support based upon application from a local education agency. Extended service shall be provided for those vocational education programs in which instruction is required beyond the school year.

- **Consumer Homemaking**--For all teachers with .75 to 1.00 units, an extended service period of two weeks shall be provided and may be approved for funding. For all teachers with less than .75 units, an extended service period of one week shall be provided and may be approved for funding.

- **Impact**--For all programs, an extended service period of two weeks shall be provided and may be approved for funding.

- **GRADS (Graduation, Reality and Dual-role Skills)**--For all programs, an extended service period of two weeks shall be provided and may be approved for funding."

EXTENDED SERVICE REQUIREMENTS

Unit Reimbursement	Consumer Homemaking and Impact	GRADS
.75-1.00	Two Weeks Minimum	Two Weeks Minimum
Less than .75	One Week Minimum	Two Weeks Minimum

Extended Service Policies

The Ohio Department of Education, Division of Vocational and Career Education, has established policies clarifying the use of extended service, as follows:

- Extended service days are designated contractual days when school is not formally in session.

- The length of an extended service day equals that of a regular school day.
- The actual hours in the extended service day may be scheduled at times convenient for parents' and families.
- The extended service contract must be completed within the fiscal year, July 1 to June 30.
- Extended service is primarily worked before the opening, and/or following the closing, of the regular school year.

Conference Period Policies

Consumer homemaking programs must include a vocational conference period within the school day **in addition to** the planning period required for all teachers. Conference time, to be used for working directly with students and families, is required as follows:

Unit	Minimum Weekly Requirement
.76 - 1.00	5 x 40 = 200 minutes
.51 - .75	4 x 40 = 160 minutes
.26 - .50	3 x 40 = 120 minutes
Less than .25	2 x 40 = 80 minutes

Impact programs must have one-third of the school day scheduled for the teacher to make home and community visits, to hold student and parent conferences, and to assist students with schoolwork, class projects, and personal development. Teachers with .25 to .75 of a unit must have at least 80 minutes per day scheduled for planning and conference.

GRADS teachers must have 160 minutes per day for planning and holding conferences, visiting homes and hospitals, and making community contacts. Teachers with .66 of a unit must have at least 120 minutes per day for these purposes.

Teachers of Impact, a program for disadvantaged middle or junior high school youth, and teachers of GRADS, a program for pregnant teens and teen parents, have additional vocational conference time. This enables them to hold frequent individual conferences, to make home visits, to meet with health, community, and social agencies providing services to these students, and to make hospital visits to new parents in the GRADS program.

IEE Policies

All students enrolled in a vocational consumer homemaking program are required to complete IEEs as one component of the total instructional program.

An additional one-fourth course credit should be given to reflect extended learning in the home and/or community.

Time allotted for IEEs should equal at least 30 hours for a student enrolled in a full year's course, and at least 15 hours for a semester course.

IEEs are to be evaluated as an integral component of the total program.

An evaluation policy should be established and included in the local course of study.

- The policy should be consistent with the evaluation policy for other programs in the district.

- When IEEs are not satisfactorily completed, alternatives are

  - Reflect the incomplete IEE in the final course grade
  - Grant an "incomplete"
  - Withhold total course credit

  (Withholding a partial one-fourth credit is not recommended when IEEs are not completed).

DOCUMENTING THE EFFECTIVENESS OF THE EXTENDED PROGRAM

Teachers maintain statistics and prepare reports for two purposes: to document the program's accomplishments and to communicate information to administrators, advisory committee members, committee members of the Program Review for Improvement, Development and Expansion (PRIDE), Ohio Department of Education staff, and other interested persons.

Regular communication with administrators helps build and maintain support for the total vocational home economics program. Of importance is a clear understanding of the extended program's purpose and of the rationale for additional vocational conference time. Teachers should schedule time with administrators throughout the school year to report student progress and accomplishments made possible by the extended program. Teachers should supplement these conferences with records and reports.

The importance of this communication was documented in the research study "Impact Program Research Project," conducted in 1986 by Dr. Cheryl Evans, Miami University, Department of Home Economics and Consumer Sciences. The study states, "Impact teachers should continue to involve all school personnel in the program as much as possible. Programs of work and logs should be available to document the use of conference time and individual attention provided for students in the Impact programs." This recommendation is pertinent for all vocational home economics consumer homemaking programs.

Extended Service Plan

The teacher should develop a plan for using extended service and submit it to the appropriate local administrator or supervisor. Activities during extended service must relate primarily to extended instruction. The plan may have input from parents, students, school administrators, and advisory committee members. The teacher works from the school during extended time, notifying the administrator of any change in the day's schedule.

To carry out extended service's intended goals, teachers should have access to class lists. They should work with administrators to determine how tentative lists can be accessed early. If not possible, some alternatives are to

- Visit returning students, especially those with special needs

- Visit students with handicaps and special needs who may be enrolling
- Invite freshman students and families to an open house
- Conduct informal surveys in the spring in grades 8--11 to determine who plans to enroll

Documentation of extended service time's use should be on file in the home economics department and/or with the appropriate administrator or supervisor. (See pages 18-19.)

Vocational Conference Time

The teacher should record the number of individual and group conferences, parent conferences and contacts, home and hospital visits that are conducted and submit on the annual report. A copy should be retained for the department file.

The teacher should develop a system for maintaining and tabulating this information. Possible systems for documentation are

- Noting the number of conferences and parent contacts in a daily lesson plan book
- Recording in a grade book the conferences, calls, home visits, and IEE progress for each student (A duplicate grade book may help.)
- Developing computer files
- Recording on daily or monthly logs (See pages 20-22.)
- Adding to monthly travel reports (See page 23.)

Required Reports

Annually, each teacher submits the following reports which cover the fiscal year (July 1 to June 30)--to the Ohio Department of Education, Division of Vocational and Career Education, Home Economics Service:

> **Program of Work**--due October 1, includes instructional plans, goals, and objectives for using extended service and indicates the number of home visits and parent contacts made before school opens

- **Follow-up Report**--due October 14, is completed by GRADS teacher and details statistics on returning students

- **Annual Report**--due June 30, accounts for total number of student IEEs, student and parent conferences, home visits, and other parent and community contacts

- **Daily Logs**--due June 30, are completed by all Impact teachers and detail daily accomplishments during vocational conference time (See page 19.)

The local supervisor and/or building administrator should review all of the above reports before submission. This process provides the teacher an opportunity to communicate the program's needs, goals, and accomplishments.

Travel Reports are completed by the teacher, approved by the administrator, and filed with the local board of education for requesting travel reimbursement from the Ohio Department of Education. (See page 23.)

STRATEGIES FOR IMPLEMENTING THE EXTENDED PROGRAM

Extending Class Learning Through IEEs

The Consumer Homemaking, GRADS, and Impact curricular resource guides are based on students developing problem-solving skills for the practical problems of families.

IEEs are based on students' individual needs or problems, and reinforce, apply, extend, or enrich classroom learning. The home and the community are laboratories for IEEs.

Many modules in the guides contain suggestions for IEEs, related to the practical problem areas. These can be supplemented with broader IEEs that encompass most of the content in the particular unit or an entire semester class. FHA/HERO resources and activities provide many ideas for students. These activities can uniquely link student, class, FHA/HERO, and community activities into a dynamic partnership.

Developing the IEE Plan

- The IEE is a planned learning experience with an identified goal.
- Students are encouraged to use problem- solving skills in identifying and planning the IEE.
- Students are encouraged to plan IEEs around individual concerns, deficiencies, and/or interests related to instruction.
- The IEE is cooperatively planned by the student, the parent, and the teacher. Skills to be developed should be prioritized. Students may identify an adult other than a parent to supervise the IEE.
- A student-teacher-parent contract and a plan should be developed. (See pages 24-26.)

Evaluating the IEE

- For each IEE, the student should develop a plan to record and evaluate progress. (See pages 27-30.)
- The teacher should develop the standards for evaluating the IEE. (See pages 29-28.)

- Adjustments may be made during periodic progress reviews.
- Progress charts in the classroom may be posted weekly, or progress may be discussed in regularly scheduled conferences
- The teacher should record and file final evaluative comments.

Recording IEEs

- Teachers are responsible for maintaining complete and accurate records of students' IEEs. Maintenance of these records until a student has graduated or withdrawn from school is recommended.

Effective Communication With Parents

Home economics teachers can provide a vital link between the student's family and school. Working as a team, the student, parent, and teacher should identify the student's needs and interests that are related to the instructional objectives for the course. They may plan activities for the extended program to meet those objectives. Home visits enable teachers to meet with parents in a relaxed atmosphere to discuss their son or daughter and the opportunities that the home economics program provides. Parents can identify goals for their son or daughter and give feedback regarding course content.

Home Visits

- The teacher may send a letter of introduction to each student's family. The letter could include the course description, FHA/HERO information, and Ohio Department of Education and/or home economics brochures. (See page 31.)
- As a motivation for the parent and the student, the teacher may grant one hour of IEE credit for arranging the home visit or parent conference.
- Before visiting the home, the teacher may call the parents or send them a brief, friendly note explaining the visit's purpose and stating why parental input is important. (See pages 31, 33.)

- For effective communication with parents, a teacher should

  - Know what he or she wants to achieve
  - Develop a community and school relations packet
  - Accept responsibility for positive communication
  - Practice to build your confidence
  - State why parental input is important
  - Prepare parents to be participants by
    + Developing a list of questions
    + Modeling practical reasoning by posing questions that elicit alternatives to consider and by clarifying family goals and values
    + Soliciting ideas, attitudes, and information about family traditions
    + Using checklists and response sheets
  - Open the conference with a positive anecdote involving the student
  - Listen patiently
  - Avoid jargon
  - Impart an aura of cooperation and team spirit
  - Avoid giving advice

- Information that might be mailed or taken for the initial visit could be

  - An overview of total home economics program
  - An explanation of IEEs (See page 31 and 34.)
  - A description of course content
  - Questionnaires or checklists to solicit parent input
  - Suggestions of how parents may use their expertise to help their student successfully complete the program
  - Course evaluation procedures and policies
  - Class procedures and policies
  - IEE policies and sample contracts
  - Pictures or examples of outstanding IEEs
  - Scrapbooks or picture albums of participants in class and FHA/HERO activities
  - Handouts for parents, including recipes, student-produced information, and the local FHA/HERO calendar

- Teachers should complete parent resource cards, listing parent's special skills, talents, or experiences that could be a valuable contribution to the program. Some parents may be willing to verbally share experiences with students, to serve on a panel, or to demonstrate special skills, thereby providing recognition for parents and students and enriching instruction.

- If homes are difficult to locate, teachers may take students with them according to the local school's travel policy. If there is concern regarding security, other adults may accompany the teacher, such as a visiting teacher, a nurse, a counselor, or another home economics teacher.

- Teachers should follow a home visit with a note or a phone call to thank the parents for their interest and input, identify points that were helpful, and encourage continued involvement. The parents need to see the results of their ideas in some way as soon as possible.

- Through periodic phone calls during the year, the teacher can maintain contact with the family for the extended program's purposes.

Additional Parent Contact

Teachers use vocational conference time throughout the school year to establish and maintain effective communication with parents. Strategies other than home visits are

- Sending parents frequent notes of appreciation and/or commendations of student accomplishments

- Selecting a home economics student of the month and honoring both the student and his or her parents

- Working with parents on community and total school projects

When visiting the home is not possible, teachers can have other forms of parental contact such as

- Parent-teacher meetings teachers at the school

- Meeting with parents at their place of employment, during lunch or on break

- Phone calls to parents of students, particularly those who are already known through prior involvement in the program

- A conference with several parents in one home, possibly leading to individual conferences later

- A meeting with a group of parents in a neighborhood church, community center, or housing project

- School events, such as open houses, Parent Teacher Association (PTA) meetings and conference days, which provide the foundation for future interaction
- Open houses before school events, such as plays, concerts, and tournaments, which parents can precede with a visit to the home economics department

Home Economics Newsletters

Newsletters throughout the year inform parents, build support for the program, and provide opportunities for recognizing students, parents, and community members for their contributions. Tips for producing newsletters follow

- Use school a simple format. (See page 35.)
- Use computers to generate more attractive newsletters (See page 36.)
- Have students produce a newsletter for extra credit, as an IEE, or as a class or FHA/HERO project.
- Utilize logos or artwork ideas from newsletters and other materials you receive.
- Avoid trying to make the newsletter look like a newspaper, with columns and headings, unless a computer makes it easy to accomplish this.
- Proof the content for errors.

Content could include

- A summary of class instruction with points for parents' consideration and feedback
- News about FHA/HERO activities
- News about upcoming events in the department.
- A "Did you know?" section, with current facts and figures of interest to families
- Home management tips or recipes

- Addresses for information about home and family issues
- Articles on community agencies that work with students and/or families
- Awards and honors that home economics students have received in the school and/or community
- Features on a particular student, class, or outstanding IEE.

Parent Involvement

When giving parents information, the home economics teacher serves as a family life resource person. Following are some methods of informing parents.

- Presenting school programs for parents, guest speakers of interest to parents and students (See page 37.)
- Planning "Parent Days," during which parents work with students on projects
- Frequently inviting parents to visit classes
- Giving parents information on current issues via tip sheets or brochures (e.g., anorexia nervosa, communicating with teens, and teen suicide)
- Inviting parents to a student-prepared lunch or buffet dinner, during which students display their projects and give demonstrations
- Developing student-parent interaction groups around the school's and the community's common problems and concerns
- Having students, individual classes, or the FHA/HERO chapter develop a department newsletter for parents
- Sharing at open house a student-produced video featuring current issues affecting families and/or department happenings, and allowing students to check out the video for home use

- Using available public relations and FHA/HERO videos at school open houses
- Having parents
  - Be a guest speaker or serve on a panel
  - Serve as a member of advisory committees
  - Demonstrate special skills and expertise
  - Assist with labs
  - Be a consultant on problems such as budgeting or child care
  - Assist with career information
  - Assist with field trips
  - Share specialized knowledge about cultural backgrounds, jobs, and/or life experiences
  - Judge FHA/HERO skill events and/or help evaluate individual and group IEEs

Community Involvement

The home economics curriculum encourages students to identify community resources and to use them in solving practical problems. Students are encouraged to become proactive members of the community and to identify problems and assist in their solution through class projects, IEEs, and FHA/HERO projects.

Individuals representing community groups and/or agencies can make an extremely valuable contribution by

- Serving on an advisory committee
- Serving as speakers and panel members, thereby bringing the real world into the classroom
- Reinforcing and confirming classroom learning
- Assisting in program planning and evaluation
- Publicizing the home economics program
- Providing needed services to students
- Serving as an adult "supervisor" for a student's IEE

Community involvement is vital in order to extend student's learning opportunities and to assure meaningful and realistic program planning.

SAMPLES

This section contains various samples of, and suggestions for, forms and letters to help teachers and administrators implement an effective extended program. Some of these materials may be used as is, and all may be adapted in any way.

Extended Service Forms
- Extended Service Planning and Accountability Report....18
- Extended Service Schedule
  - Sample 1....19
  - Sample 2....19

Logs and Travel Forms
- Daily Log....20
- Monthly Log
  - Sample 1....21
  - Sample 2....22
- Monthly Travel Report....23

Individualized Extended Experience Forms
- Contract....24
- Contract and Plan....25
- Plan....26
- Progress Chart
  - Sample 1....27
  - Sample 2....28
  - Sample 3 (IEE Diary)....28
  - Sample 4 (IEE Record)....28
- Evaluation
  - Sample 1....29
  - Sample 2....30

Communicating With Parents
- Guidelines for First Communication of the Year...31
- Forms to Facilitate Communication....32
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  - Teacher Confirmation of Home Visit....32
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  - Thank You Note....33
  - Announcement....33
  - Invitations....33
- IEE Information for Parents....34
- Home Economics Newsletters
  - Sample 1....35
  - Sample 2....36
- Invitation to Parents....37

EXTENDED SERVICE
PLANNING AND ACCOUNTABILITY REPORT

YEAR

Extended service activities must primarily relate to vocational extended instruction. Use this form to document the planning and accountability of extended service. File this form locally and make it available to local advisory committees and the state supervisor during the Program Review for Improvement, and Expansion of Vocational and Career Education and Guidance (PRIDE).

TEACHER

PROGRAM

NUMBER OF CONTRACTUAL DAYS APPROVED BEYOND THE SCHOOL YEAR

$ APPROVED TRAVEL BUDGET

GOALS		ACTIVITY	ACCOMPLISHMENTS	
DAYS	NUMBER		DAYS	NUMBER
		HOME VISITS		
		PARENT AND STUDENT CONFERENCES (In school or in other settings)		
		ADVISORY COMMITTEE MEETINGS		
		FHA/HERO ACTIVITIES		
		STATE SPONSORED INSERVICE MEETINGS		

TOTAL DAYS WORKED

TOTAL MILEAGE

Submit two copies of this form, with the GOALS columns completed, to your local administrator before the extended service period begins. After the extended service period, submit one copy with both the GOALS and the ACCOMPLISHMENTS columns completed, to your local administration as a record of accomplishments. Retain one copy for your file.

Teacher's signature _____ Date _____

Administrator's signature _____ Date _____

Sample 1

EXTENDED SERVICE SCHEDULE

Teacher _____ School _____

DATE	OBJECTIVES	STRATEGIES UTILIZED	ACCOMPLISHMENTS

19

Sample 2

EXTENDED SERVICE SCHEDULE 19__

Teacher _____ School _____

Monday August __	Tuesday August __	Wednesday August __	Thursday August __	Friday August __
A.M. Task:	A.M. Task:	A.M. Task:	A.M. Task:	A.M. Task:
Place:	Place:	Place:	Place:	Place:
P.M. Task:	P.M. Task:	P.M. Task:	P.M. Task:	P.M. Task:
Place:	Place:	Place:	Place:	Place:

VOCATIONAL HOME ECONOMICS
DAILY LOG

TEACHER _____ SCHOOL YEAR _____

SCHOOL _____ NUMBER OF HOME VISITS _____

DATES _____ NUMBER OF STUDENT CONFERENCES _____

USE OF TIME	PERSONS INVOLVED	WHAT WAS ACCOMPLISHED
Student Conferences ____ Home Visits ____ Parent Contacts ____ Other Contacts ____		
Student Conferences ____ Home Visits ____ Parent Contacts ____ Other Contacts ____		
Student Conferences ____ Home Visits ____ Parent Contacts ____ Other Contacts ____		
Student Conferences ____ Home Visits ____ Parent Contacts ____ Other Contacts ____		
Student Conferences ____ Home Visits ____ Parent Contacts ____ Other Contacts ____		

Sample 1

VOCATIONAL HOME ECONOMICS
MONTHLY LOG

TEACHER _____ MONTH _____ YEAR _____

SCHOOL _____

DATE	STUDENT	ACCOMPLISHMENT

TOTALS

_____ HOME VISITS

_____ SCHOOL-PARENT CONFERENCES

_____ STUDENT CONFERENCES

_____ AGENCY CONTACTS

_____ OTHER

Sample 2

VOCATIONAL HOME ECONOMICS
MONTHLY LOG

TEACHER

MONTH YEAR

SCHOOL

DATE	CONFERENCES			VISITS HOME AND HOSPITAL		TELEPHONE CALLS		
	STUDENT	PARENT	OTHER	STUDENT	PARENT	STUDENT	PARENT	OTHER
TOTALS								

VOCATIONAL HOME ECONOMICS
MONTHLY TRAVEL REPORT

TEACHER

MONTH YEAR

SCHOOL

DATE	PROGRAM ACTIVITIES: PERSON OR PLACES VISITED	TOTAL MILEAGE

TOTAL MILES

X RATE PER MILE

AMOUNT DUE

Retain one copy.
Give one copy to school administrator.

INDIVIDUALIZED EXTENDED EXPERIENCE CONTRACT

1. All students enrolled in the consumer homemaking program are required to complete individualized extended experiences (IEE's) as a part of the program.

2. Time allotted for individualized extended experiences should equal at least 30 hours for a student enrolled in a full year's course and15 hours per semester course.

3. Individualized extended experiences are evaluated and apply toward the final grade.

STEPS FOR COMPLETING AN IEE

STUDENT	TEACHER
1. Select the IEE. 2. Complete the IEE contract 3. Develope and complete a plan of action. 4. Record progress 5. Complete the project and/or report. 6. Evaluate the IEE and share the results with the class.	1. Assist with the IEE selection, plan, and evaluation. 2. Schedule conferences and home visits as needed.

STUDENT'S NAME

IEE TITLE AND DESCRIPTION

IEE will begin on _____ (DATE) and be completed by _____ (DATE)

Approved by:

_____
Student signature

_____
Parent or Guardian signature

_____
Teacher signature

30

INDIVIDUALIZED EXTENDED EXPERIENCE CONTRACT AND PLAN

Student's Name _____ Course _____

The Individualized Extended Experience (IEE) will begin on _____
DATE

and be completed by _____.
DATE

Approved by:

_____
Student signature

_____
Parent or Guardian signature

_____
Teacher Signature

IDENTIFY CONCERNS

Identify the skills you would like to develop. Consider what resources you might need. Narrow your choice to the one best suited for you.

My choice for an IEE is _____

_____

_____

SET YOUR GOAL

List what you plan to accomplish, plan to learn, and/or plan to change by working on this project.

1. _____

2. _____

3. _____

FORM A PLAN

Develop a workable plan of action that includes what, where, when, and how. Record the steps on an IEE Progress Chart.

1. _____

2. _____

3. _____

4. _____

5. _____

INDIVIDUALIZED EXTENDED EXPERIENCE PLAN

Student's Name _____

Course _____ Date _____

IDENTIFY CONCERNS

Use the practical reasoning process to narrow your concerns and identify a practical problem.

Practical problem _____

Why did you select this problem? _____

_____

_____

_____

SET YOUR GOAL

What goals do you want to accomplish?

_____

_____

_____

FORM A PLAN

Plan your work, and list below what you plan to do.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

Sample 1

IEE PROGRESS CHART

ACT

ACTUAL STEPS TO COMPLETE THE IEE	AMOUNT OF TIME NEEDED	DATE COMPLETED	INFORMATION LEARNED, PROBLEMS ENCOUNTERED, HELP NEEDED, EFFECTS ON SELF/FAMILY/OTHERS

Follow-up

Comments of adult/others supervising project:

Signature Date

Comments of teacher:

Signature Date

Sample 2

IEE PROGRESS CHART

RECORD OF HOURS SPENT

DATE	TIME	HOURS	WORK ACCOMPLISHED

Sample 3

IEE DIARY

DATE _____

TIME SPENT _____

ACTIVITY _____

_____

_____

_____

_____

_____

_____

_____

Sample 4

IEE RECORD

DATE	TIME STARTED	TIME ENDED	WHAT WAS ACCOMPLISHED

Sample 1

INDIVIDUALIZED EXTENDED EXPERIENCE EVALUATION

EVALUATE YOUR PROGRESS

ANALYZE WHAT HAPPENED:	POSSIBLE POINTS	STUDENT RATING	PARENT RATING	TEACHER RATING
Used the practical reasoning process while selecting, planning, and evaluating the Individualized Extended Experience(IEE).				
Followed the steps in the plan or made a justified change in it.				
Met the goals established during planning.				
Kept accurate records of progress made and time spent on the IEE .				
Finished on time.				
Shared the results with the class.				
Benefited the student, the family and/or the community.				
TOTAL POINTS				

COMMENTS

_____

_____

_____

_____

_____

_____

_____

_____

_____
Completion Date

_____
Student signature

_____
Parent or Guardian signature

_____
Teacher signature

Sample 2

INDIVIDUALIZED EXTENDED EXPERIENCE EVALUATION

EVALUATION

NAME _____ COURSE _____

TITLE OF INDIVIDUALIZED EXTENDED EXPERIENCE (IEE) _____ DATE _____

1. What did I learn?

2. What worked well?

3. How could I have improved it?

4. Did my plans change? [If yes, explain the change(s) and the reasons for making them].

TEACHER COMMENTS:

PARENT COMMENTS:

CATEGORY:	POINTS POSSIBLE	MY POINTS
Contract/plan Points		
Student Evaluation		
IEE Project		
TOTAL		

Parent or Guardian signature

Guidelines for First Communication of the Year

Use school letterhead.	
Personalize for parent(s) or Guardian(s).	Dear [Mr. and Mrs. Jones]
Include students name.	I am pleased to have [son's or daughter's name] enrolled in our home economics program this year.
*Identify goals from course descriptions, **Extending Home Economics Skills into the Home and Community**, and course of study.*	Our program prepares students for managing their work and family roles and develops everyday living skills that all students need now and in the future.
Tell why parent involvement is important.	A unique component required of all students enrolled in this program is to apply in the home or community the skills and knowledge acquired in class. Your help is needed for this to be a successful experience for your [son] [daughter].
Prepare parent for discussion. Enclose a list of possible individualized educational experiences (IEE's).	You can help by identifying skills that you think are important for your [son] [daughter] to develop while enrolled in this class. A list of possibilities is enclosed.
Specify when available.	I am available from 11:00 a.m. to 12:00 noon and after 2:00 p.m. daily.
Request a response. Include a form.	Please complete the enclosed form, which indicates when it would be convenient for us to meet. You may return it by mail, or have your [son] [daughter] bring it back, or call me at [phone number] with the information.
End on a positive, motivational tone.	Parents and students have found our home visits and conferences to be rewarding and worthwhile, and frequently say "I wish more teachers would do this."
Provide signatures of teacher and/or total department and of principal or supervisor.	

Forms to Facilitate Communication

Parent or Guardian Permission for Home Visit

You may visit our home on _____ (Date) at _____ (Time) A.M. P.M.

Student Name _____

Parent or Guardian _____

Address _____

Telephone (Home) _____ (Work) _____

_____
Home Economics Teacher

_____
School

Please return by _____ (Date). Thank you.

Teacher Confirmation of a Home Visit

Thank you for your response to my request to visit your home.

I plan to visit on _____ (Date) at _____ (Time) A.M. P.M. Please call me at _____ if this is inconvenient.

Sincerely,

_____
Home Economics Teacher

_____
School

38

Communicating With Parents

Thank-you Note for Parents' Return of Home Visitation Form

I would like to thank the many parents who responded so quickly to the home visitation form your student brought home. I am visiting parents every day, and I hope to complete this semester's home visitations by the end of October or early in November. A special thanks to the parents I have already visited for their cooperation and enthusiasm.

Thank-you Note After Meeting Parents

I would like to thank you for taking time to meet me Thursday to discuss Mary's Plan for her first class project. I look forward to working with her as she carries out her plan. Your assistance insures that it will be a positive, meaningful addition to what we can accomplish in class.

Announcement of Class Plans

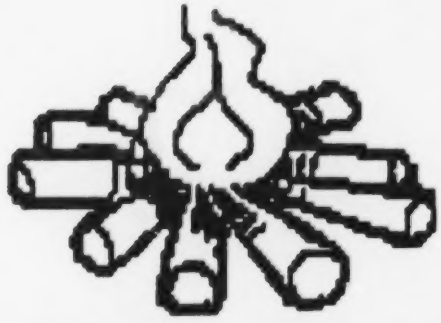
Our students plan to develop a newsletter for parents each semester to let you know about our class activities and FHA/HERO chapter's plans, provide helpful hints, and announce special class speakers that you may want to hear.

Invitations to Parents

Please feel free to visit our class anytime; just call the school office a day before your visit. As we become involved in the course, we will have special occasions to invite you to visit our classroom. We hope you will be able to attend.

Hello! I am delighted to invite you to a light dinner Wednesday, April 24, 1989, 6:30 p.m.-8:30 p.m. in the Decatur High School Foods Room 36. I was pleased with the positive attitude shown by the many students who helped bring about this event. This dinner is our major way of reaching out to inform parents about the "What's Cooking" class and the other home economics classes.

individualized extended experiences



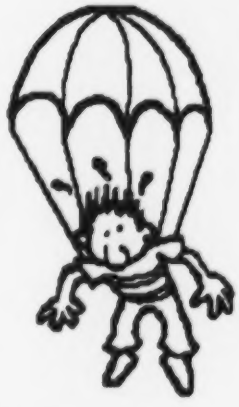
The Individualized Extended Experience (IEE) is a required portion of your son or daughter's vocational home economics course. The purpose of the project is to help practice and reinforce ideas and skills learned at school and to learn new information and skills. The value gained will be a result of the student's efforts.

****

Your help and cooperation are needed in planning, carrying out and evaluating the project. Ask your child about the deadlines established, as listed on the IEE contract. A 15 hour project is required for each semester enrolled. Your child will receive a list of suggested project ideas on their first day in class. These suggestions may be modified or customized to meet your family's needs. Consider the responsibilities your child already has in your home, as the project may come from those. The project may come from an already planned or started project. The home or community is the laboratory for this learning experience. Almost any task may be adjusted to fit the requirements. The project does not need to require additional money other than what would be a normal family expense.

The project requirements include:

1. A plan of action
2. 15 hours of documented work
3. Student evaluation and sharing of project
4. Parent evaluation
5. Finished product



The project may be evaluated by:

a. written report
b. pictorial summary
c. teacher visit to project
d. samples
e. class presentation
f. product
g. other planned evaluation method

All of the requirements must be met before the project will be graded.

The student will report progress on a weekly basis by writing in their journal. Upon request, the teacher will give assistance. The IEE must be satisfactorily completed in order to receive credit for the semester.

Developed by Rebecca Daum and
Sandra Royer, Instructors
Trotwood-Madison High School

Home Economics Newsletter
Sample 1

*** * * * HOME ECONOMICS * * * ***

"BACK TO SCHOOL" NEWSLETTER

Kenton High School **August, 1988**

WELCOME BACK to school! The Home Economics Department at Kenton High School would like to take this opportunity to share some course requirements and responsibilities with all students and their parents so that we can all have a good start for the upcoming school year.

THE NEW HOME ECONOMICS teacher is Miss S. Pleiman. She is a graduate of Miami University and will be teaching Home Economics I, Sports Nutrition, and Housing. She will also be the FHA/HERO advisor. Mrs. Hiller will continue to teach Single Survival and Parenting, and Mrs. Steinman has Home Economics II, Adult Living and Foods/Clothing.

INDIVIDUALIZED EXTENDED EXPERIENCES (IEE) will again be a course requirement that each student must complete in order to receive course credit toward graduation. These home projects (IEE) are designed to be extensions of classroom learning, allowing the student to work and learn related skills in the home and community. Parents and other family members may assist in the planning, implementation, and evaluation of the student's project. Each student is required to complete one 15-hour project for every semester of a home economics class. Students are encouraged to determine and design their own IEE project(s), with the guidance and supervision of the teacher and parent. Suggestions and/or course requirements, plus necessary forms may be obtained from your home economics teacher.

LAB FEES are due in the office by September 13. These fees pay for food and other supplies consumed by the individual student during the school year. The following courses require fees:

Home Ec I	$ 6.00	Clothing	$ 3.00
Foods	12.50	Single Survival.	8.00
Parenting	3.00	Sports Nutrition	5.00

FUTURE HOMEMAKER'S OF AMERICA (FHA/HERO) is our related extra curricular activity. Membership is open to anyone enrolled in a home economics class. Meetings will be held on a regular basis and many programs and activities for its members are currently being planned. See you at the first meeting, Tuesday, September 20, in Room 209.

Developed by Home Economics teachers
Kenton High School

Sample 2

HOME ECONOMICS NEWS

DO YOU KNOW?

For all vocational classes, there is a strong emphasis on practical reasoning in making decisions. We are presenting information for family and consumer living. The curriculum from the state is followed with adaptations for our students. Home Economics is not just stitchin' and stirrin'. Many people are surprised at the vast array of areas we cover in our classes.

We are preparing students for **LIFE!**

Class Expectations

In each class students will receive a set of class expectations. This will explain supplies needed, expected behavior, course description, grading policy, make-up work, attendance policy, and class guidelines. Students and parents are expected to read, sign and return this sheet. We hope this will help to clarify your understanding of our classes. Our hope is to have a pleasant, successful school year.

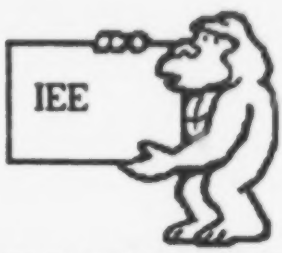
WOW!

Our year long classes cover the following areas: Human Development, including personal and family relations, child development and parenting; Living Environment; Economic Management; Foods & Nutrition; Clothing & Textiles; and Work & Family.

Our Home Ec. I class introduces each of these areas and enables the student to determine if he would like more in-depth study. Living Today focuses on independent living skills in each of these areas. This helps the student determine his needs and goals for life.

The semester classes of Child Development, Fashion, Family, Home Decorating, Advanced Foods, Clothing/Needlework, and Survival Skills for a Job allow for in-depth study. Child Development includes making a decision to have a child, care and nurturing of a child. Fashion begins with a look at fashions of the past, current fashions, line & design, construction of a garment and clothing care. Family puts emphasis on all areas of family living, starting with the individual progressing through old age. Home Decorating focuses on all aspects of planning and designing living areas. Advanced Foods covers preparation of yeast breads, foreign foods, company meals and special diets. Clothing/Needlework involves garment construction and several craft skills. Job Survival helps prepare students for employment & balancing family and work.

Individualized Extended Experiences



The IEE is a required portion of vocational classes. These projects are completed outside of school and consist of 15 hours of work per semester. The student selects an individual project, fills out a contract and plan of action, follows through, and evaluates his work. We expect parent participation and guidance in checking student progress and evaluating the student's work.

MEET THE TEACHERS

The Home Economics Department is staffed by Mrs. Daum and Mrs. Royer. Mrs. Daum has been at the high school since 1972 and has taught homemaking since 1961. Mrs. Royer has taught in the district since 1975 and has been at the high school since 1983. Both are eager for students to show growth in thinking through a situation, trying to solve a problem, and gaining success in skills. We hope to visit in our students' homes or meet parents at open house and conferences. If you have a concern, call the high school office.

Developed by Rebecca Daum and
Sandra Royer, Instructors
Trotwood-Madison High School

42

INVITATION TO PARENTS

Dear Parent/Guardian:

Your son/daughter is enrolled in my Independent Living Class, and I would like to invite you to a discussion group I have organized for parents who have teenagers. To help make you aware of the various topics discussed in class and to highlight issues that are of concern to parents, I have invited some guest speakers to discuss topics I believe will be of interest to you. These will be informal, hour-long sessions with time for questions and answers. Feel free to invite your friends and bring your teenagers if they express an interest in attending. All discussions will begin at 7:00 p.m. in room 202 at Central-Hower High School. Refreshments will be served, so please indicate the number planning to attend on your reply sheet.

The following speakers have been engaged:

Speaker	Topic	Date
Anne Jones Support, Inc.	"Is Your Family at Risk?" (Signs and Prevention of Teen Suicide)	Wed., Mar 23
Joe Smith Morley Health Center	"Everything You Ever Wanted to Know About AIDS and STDs"	Thurs., April 7
Jane Wilson Family Services	"Talking So Kids Will Hear"(Family Communication)	Wed., May 4

I see this as an opportunity for us all to become more aware of the needs of our young people and to discover ways to deal with these needs. I certainly hope you will mark one or all of these dates on your calendar, and plan on joining me for an enjoyable and informative meeting.

I am looking forward to seeing you. If you have any questions, please feel free to contact me at Central-Hower, 434-3444.

Sincerely,

Mrs. Karen Hardman
Independent Living Teacher
Central-Hower High School

Used with the permission of Mrs. Karen Hardman

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The Ohio Department of Education
Divison of Vocational and Career Education
Home Economics Education Service
65 South Front Street, Room 912
Columbus, Ohio 43266-0308

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